

U.S. Department of Education

## Charter School Program

### 84.282N National Leadership Activities

#### **Rigorous Evaluation Planning:**

Developing Useful Project Objectives  
and High-Quality Performance Measures

**Center for Evaluation & Education Policy**  
Indiana University



# PRESENTATION GOALS

- Gain knowledge and skills needed to develop strong and measurable ***project objectives*** for CSP funding opportunities.
- Gain knowledge and skills related to creating ***performance measures*** to ensure the collection of the highest quality data;
- Understand the contribution of ***project objectives*** and ***performance measures*** to a comprehensive evaluation plan.

# Why Is This Important?

## High quality objectives and measures ...

- make it easier for you to measure your progress
- allow you to report progress easily and quantitatively
- allow ED staff to gather evidence of program effectiveness

## Goals – Objectives – Measures

**PROGRAM GOAL**



### **Project Objectives:**

What your project is doing to support the overall program goal



**Performance Measures:** How you measure your progress toward meeting your objectives (GPRA, Program, Project)

# Logic Models

They really are important.

# What is a Logic Model?

- A simplified picture of a program, initiative, or intervention.
- Shows logical relationships among the resources that are invested, the activities that take place, and the benefits or changes that result.  
(This is often called **program theory** or the program's **theory of action**)
- It is a "plausible, sensible model of how a program is supposed to work" (Bickman, 1987).

# Sample Logic Model

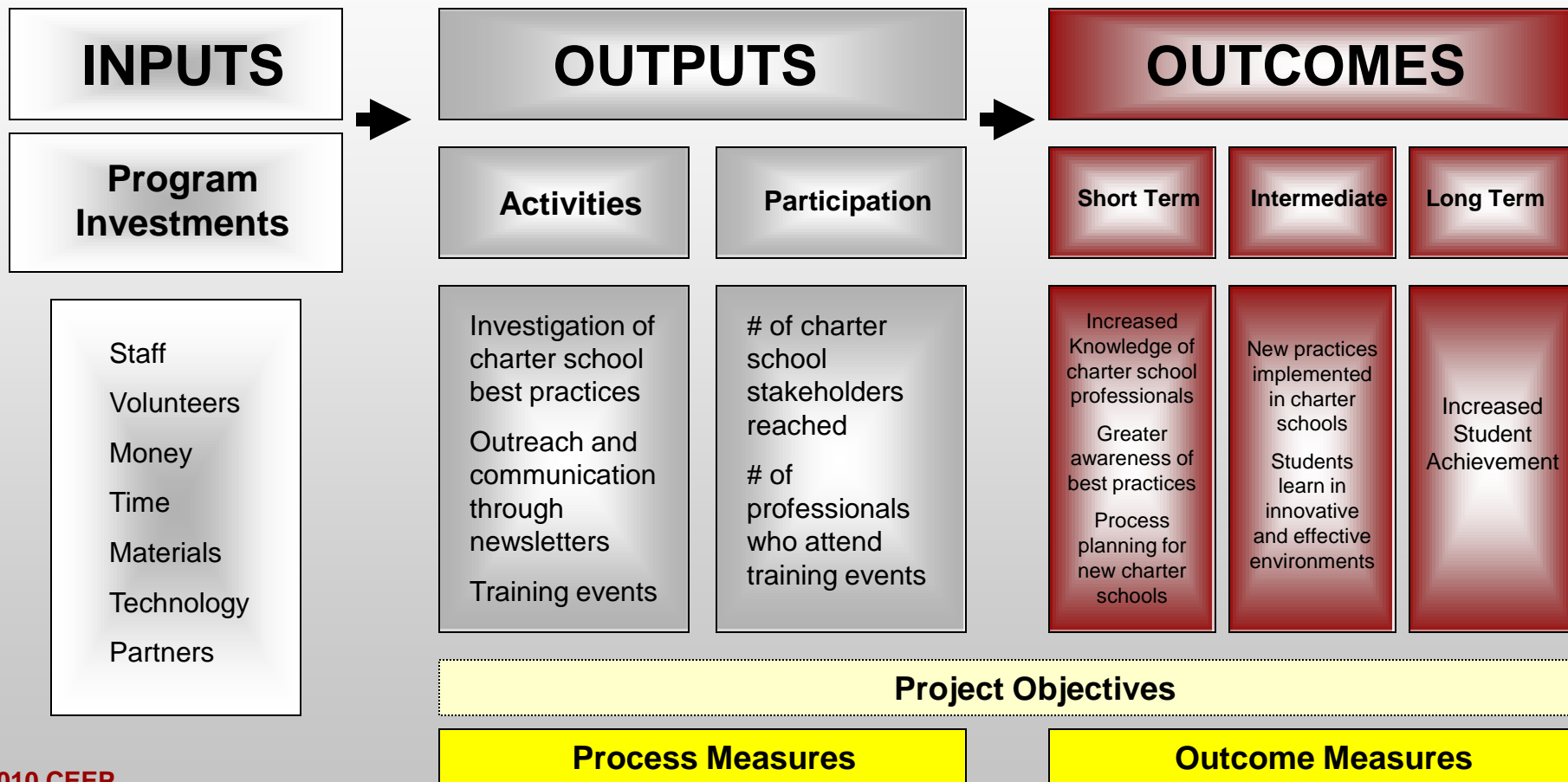


**Inputs** - the resources invested that allow us to achieve the desired outputs.

**Outputs** - activities conducted or products created that reach targeted participants or populations. Outputs lead to outcomes.

**Outcomes** - changes or benefits for individuals, families, groups, businesses, organizations, and communities.

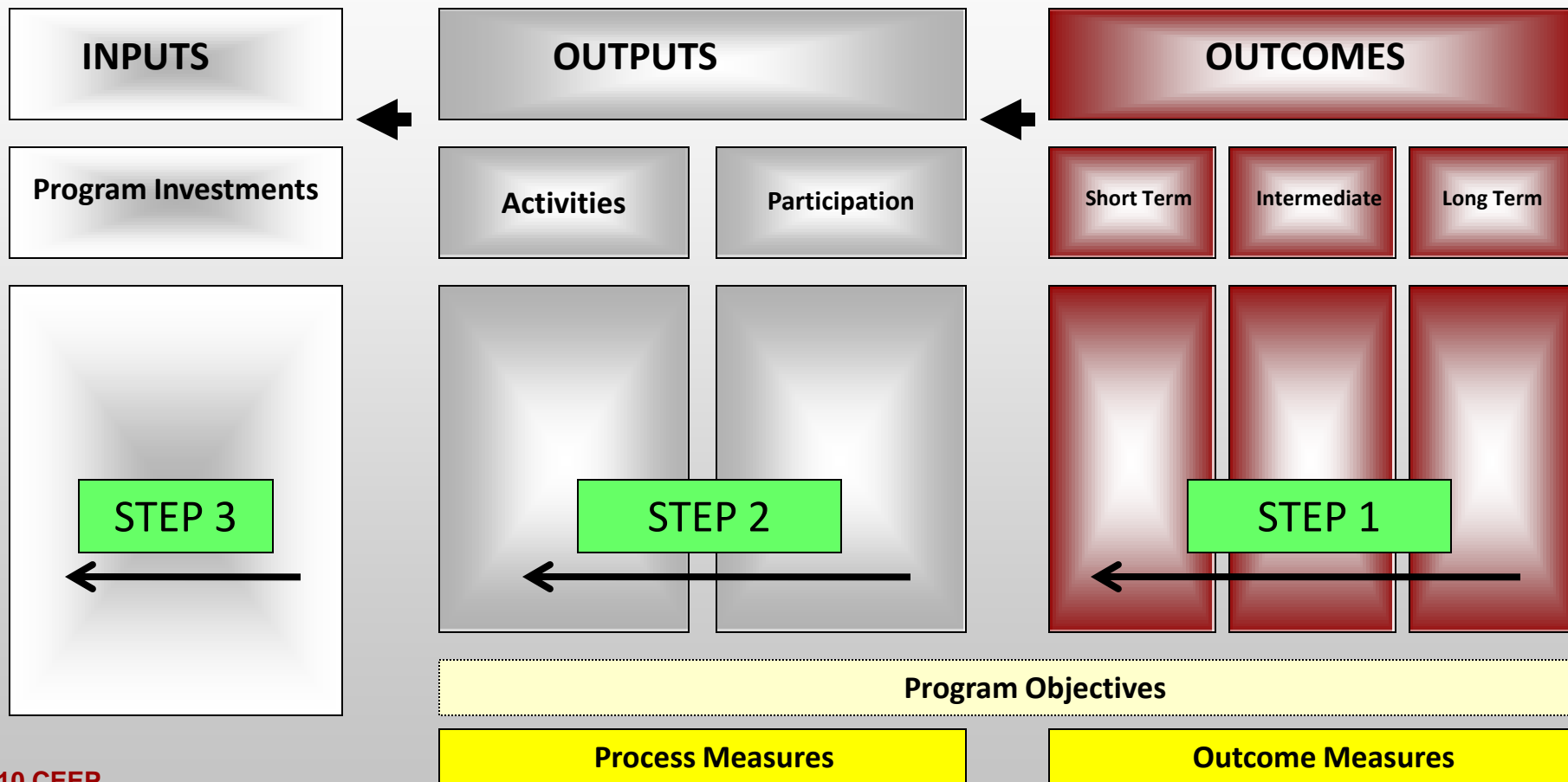
# CSP National Leadership Activities Logic Model





## PRACTICE EXERCISE: Developing a Logic Model:

(Articulate the desired long-term outcomes and work backwards)



# Project Objectives

What are you trying to  
accomplish?

# High Quality Project Objectives

- *Relevance*
- *Applicability*
- *Focus*
- *Measurement*

# High-Quality Project Objectives:

## Criteria #1

**RELEVANCE:** How relevant is the project objective to the overall goal of the program and/or the goal of your project?

- *Increase public understanding of charter schools, especially among rural communities.*
- *Increase the number of states with charter school laws that promote the development of more high quality charter public schools.*

These are highly relevant to CSP NLA grant purpose/goals.

They are NOT activities, but instead communicate what will be accomplished.

# High-Quality Project Objectives:

## Criteria #2

**APPLICABILITY:** How applicable is the project objective to the specific activities that are being conducted through your particular project?

- Support charter school efforts to be fiscally sustainable.

*(Activities: workshops of fiscal management, online resources, coaching from experienced charter school personnel) - APPLICABLE*

- Provide TA to charter support organizations, helping to build their capacity to improve charter schools.

*(Activities: site visits, identification of best practices) – NOT APPLICABLE*

# Notes on Applicability and CSP National Leadership Activities Grants

**Notice 84.282N states that the grant funds can be used for:**

- Disseminating information about availability of federal funds.
- Conducting evaluation of charter schools related to key areas.
- Providing technical assistance to plan, design, and implement a charter schools.
- Disseminating information on best or promising practices in charter schools.
- Disseminating information about programs and financial resources available to charter schools for facilities
- Providing technical assistance related to quality authorizing
- Assisting LEAs in using charter schools as a means of school turnaround

# High-Quality Project Objectives:

## Criteria #3

**FOCUS:** How focused is the project objective?

- *Greater availability of relevant and practical information, tools, and technical assistance resources to design, implement, and sustain finance and governance systems and practices. (too little)*
- *Provide a series of master classes to state charter support organizations leaders to share best practices. (too much)*
- *Increase the number of high quality charter schools in areas that serve high numbers of low income students and students of color. (just right)*

# High-Quality Project Objectives:

## Criteria #4

**MEASURABILITY:** Are there concepts in the project objective that lend themselves to measurement? If so, is measurement feasible?

- *Ensure that new and restructured charter schools in targeted districts have appropriate facilities* (could be conceptually challenging to measure)
- *To increase public awareness of and support for charter schools.* (could be feasibly challenging to measure)
- *Increase the number of states with charter school laws that promote the development of more high quality charter public schools.* (are these constructs more easily operationalized?)



# Practice Exercise 1:

## How do these project objectives measure up?

- Document the critical elements of success of high-performing schools in order to codify their key strategies, practices, and structures, and in order to produce user friendly materials (whole school papers, practical handbook, video) for schools serving students at risk of educational failure, developers planning schools serving this population, authorizers seeking to produce such schools, legislators and opinion leaders, and those faculty in higher education training school leaders.
  1. Relevance
  2. Applicability
  3. Focus
  4. Measurability

## Practice Exercise 2:

How do these project objectives measure up?

- Keener understanding of how to build and strengthen the capacity of charter schools.
  1. Relevance
  2. Applicability
  3. Focus
  4. Measurability

## Practice Exercise 3:

How do these project objectives measure up?

- Describe the patterns of stability and turnover among charter school teachers and leaders.
  1. Relevance
  2. Applicability
  3. Focus
  4. Measurability

# Performance Measures

Where the rubber meets the road.

## Performance Measures

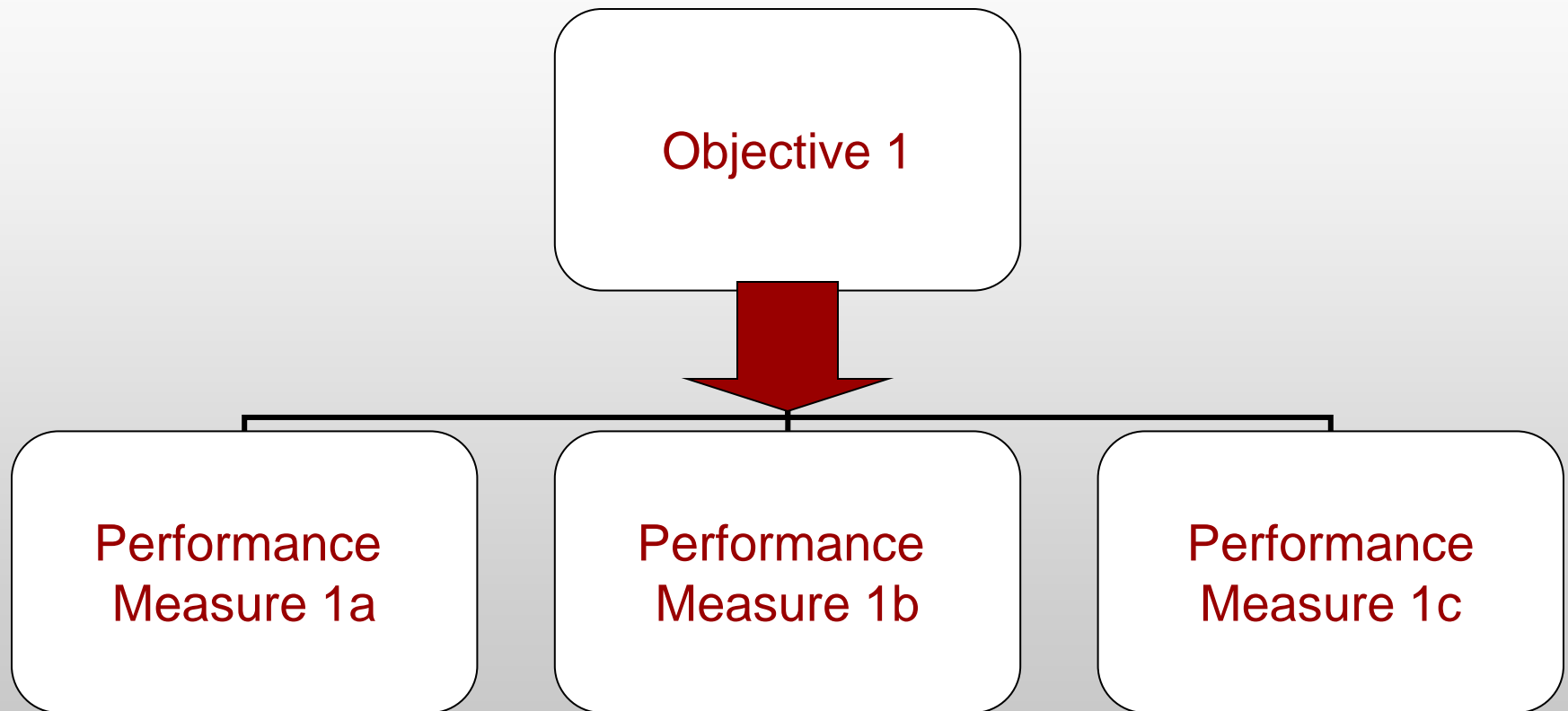
*In general terms, a **performance measure** is a measurable indicator used to determine how well objectives are being met.*

How will you assess progress?

How much progress will constitute success?

How will you know if your objective or part of your objective has been achieved?

# Relevance of Performance Measures



## Types of Performance Measures

**GPRA:** *Measures established for reporting to Congress under the Government Performance and Results Act*

**Program:** *Measures established by the program office for the particular grant competition*

**Project:** *Measures that the grantee establishes in their approved grant application to meet their project objectives.*

## CSP GPRA Measures

- 1.The number of new charter schools that will be opened during the grant.
- 2.The percent of charter school students who will be proficient on the math portion of the state assessment exam.
- 3.The percent of charter school students who will be proficient on the reading portion of the state assessment.



# Components of Performance Measures

The following 4 components are necessary to ensure good performance measures.

- *What* will change (or happen)?
- *How much* change is expected? (What is the expected quantity?)
- *Who* will achieve the change (or who will the events involve)?
- *When* the change will take place (or happen)?

## Performance Measures

### ***OUTCOME PERFORMANCE MEASURE:***

Twenty-five (**how much**) charter schools will be developed in geographic areas with a concentration of high priority rural schools (**who/what**) throughout the participating states by the end of the project term (**when**).

### ***PROCESS PERFORMANCE MEASURE:***

100% of charter school leaders and CFOs (**expected quantity**) will attend the Fiscal Review Workshop (**what will happen/who will be involved**) during years one and two of their grant period (**when will it happen**).

# Improving Performance Measures

## *Original Performance Measure:*

The growth and quality of charter schooling in each participating state.

*What: **Increase** the number of charter schools in each participating state.*

*When: **By the third year of the grant**, the number of charter schools in each participating state will increase.*

*How Many: By the third year of the grant, the number of charter schools in each participating state will increase **by 25%**.*

# Performance Measure Problems:

## NO ACTION VERB:

- *Number of requests for TA and training.*
- *Extent of exposure and dissemination.*
- *Number of resource dissemination activities.*

## INSUFFICIENT DETAIL FOR MEASUREMENT:

- *Spreadsheet of critical features of high-performing schools.*
- *Leaders/teachers at high-performing schools trained to offer study tours and serve as hosts to district schools and charter applicants.*

# Activities are not Performance Measures

## Activities

- Book published profiling high-performing schools, identifying critical features of these schools, summarizing findings of research, and offering practical keys to implementation.
- Develop and deliver instruction and guidance through two institute sessions leading to increased knowledge of performance measures and their use.
- Annual conference with workshops on federal funds and programs.

## Process Performance Measures

- Conduct at least 70 online or in-person workshops and events on best practices annually.
- Engage 65 new developer groups in key regions of the state across the life of the grant.

## **High Quality Performance Measures (EXAMPLE):**

### **Objective:**

- **Increase the number of states with charter school laws that promote the development of more high quality charter public schools.**

### **Performance Measures:**

- 75% of participating states will hold biannual state-level charter planning team meetings during years 2 and 3 of the project period.
- In 75% of participating states, the governor will promote increasing availability or quality of charter schools in at least two key speeches by year 3 of the project period.
- By year 3 of the project period, 75% of participating states will propose legislation that would increase the availability or quality of charter schools.

**Grant Performance Report (ED 524B)**  
**Project Status Chart**

PR/Award # (11 characters): \_\_\_\_\_

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective**    ☐ Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

*Because grantees are required to report annual progress towards project objectives, performance measures should be created accordingly...*

**EXAMPLE - OBJECTIVE: To use chartering and the Charter School Program grant funding to improve secondary school student performance and graduation rates throughout the state.**

- a. The Scholastic Assessment Test average of charter school secondary students will exceed statewide averages by **year two of the grant cycle.**
- b. Charter school secondary students will have a higher graduation rate than the state average by **year two of the grant period.**
- c. 80% of charter school secondary students will pass the High School Graduation Test (HSGT) in **each year of the grant period.**



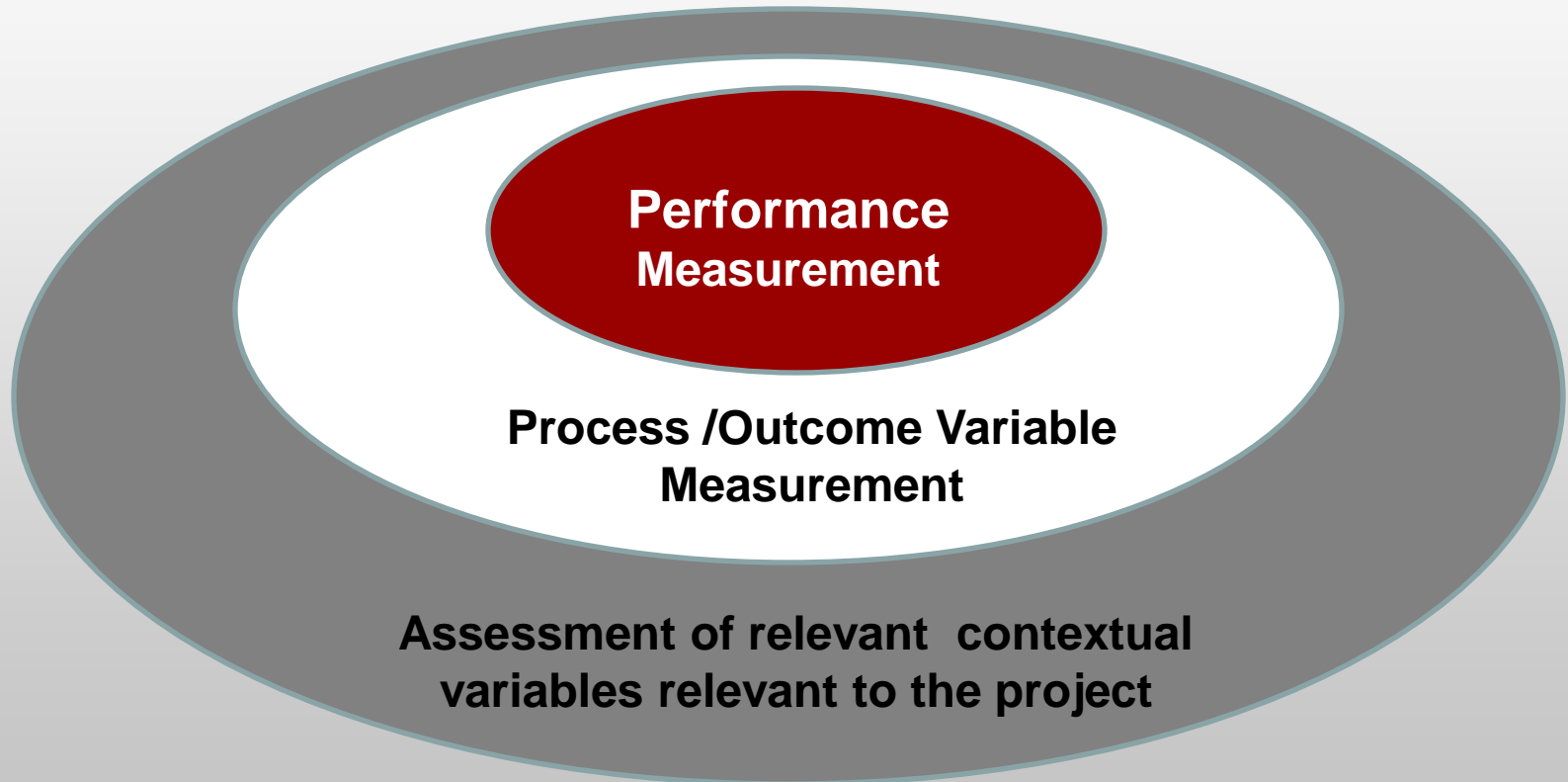
## Summary:

### Developing Good Project Objectives and Performance Measures

1. Projects should create a **logic model** to illustrate a simplified picture of the components and relationships of their program;
2. Projects should write a **few clear objectives** that explain what the project is doing to support the overall goal;
3. Each objective should have a few, specific **performance measures** to demonstrate how progress will be measured toward meeting the objectives.

## ...And Finally

Good performance measurement can provide a solid foundation for an evaluation, but it's only the beginning...



U.S. Department of Education

## Charter School Program

### 84.282N National Leadership Activities

#### Rigorous Evaluation Planning:

Developing Useful Project Objectives  
and High-Quality Performance Measures

Center for Evaluation & Education Policy  
Indiana University

